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ABSTRACT

Kakela, a high school program for students who demonstrate giftedness in Hawaiian, has the goal of producing Hawaiian-fluent speakers with appropriate grammatical skills and knowledge of a large body of Hawaiian literature, culture, and resources. This paper describes the identification/selection process, the instructional delivery plan, the evaluation plan, and post-graduation success. Attached to the report are application procedures, a nomination form, a student self-assessment form, and a description of an assignment to write an autobiography in Hawaiian. (JDD)

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KĀKELA

To Perform Well

To Excel

Reaching High Above

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KĀKELA
PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
WAIĀKEA HIGH SCHOOL

A. NEEDS ASSESSMENT:

There are students motivated for language study beyond the regular curriculum. Students who demonstrate giftedness in Hawaiian require more intensive language study which includes off-campus experiences where students can interact with native and fluent speakers in immersion situations. In these immersion situations, they can practice, correct, and expand on what they have learned from their classroom experiences in the text and other supplementary materials.

B. SCHOOL G/T PROGRAM GOALS

Waiākea High School's G/T program goal is to provide an appropriate education for gifted students in their particular area of giftedness. The goal of Kākela: Program for G/T students in Hawaiian is to produce Hawaiian-fluent speakers with appropriate grammatical skills and knowledge of a large body of Hawaiian literature, culture and resources, especially in their areas of interest.

C. PROJECT OBJECTIVES:

The primary objective of Kākela: Program *for Gifted Students in* Hawaiian is to produce fluent speakers of Hawaiian who have appropriate pronunciation, intonation, vocabulary and sentence structure and who are knowledgeable about Hawaiian values, culture and literature.

D. TARGET GROUP:

Gifted Hawaiian language students entering Levels III and IV.

E. IDENTIFICATION/SELECTION PROCESS:

1. Teacher/parent/self nomination: Announcement is made of all G/T class offerings for the following school year so that any teacher, student or parent can nominate candidates for the program.

2. Teacher recommendation: The student's previous Hawaiian Language teacher completes three Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students based on their use of Hawaiian:
   -III Creativity Characteristics
   -VIII Communication Characteristics - Precision
   -IX Communication Characteristics - Expressiveness

3. Oral and Overall Hawaiian Language grades for the quarter previous to the submission of the nomination packet.

4. Student self-evaluation based on questions adapted from Nina Buchanon's Nā'imiloa model.

5. Student Autobiography written in Hawaiian with specific informational requirements.

6. The College Board SAT Reading/Language Score: (Optional because some of the Hawaiian language students do not take this test).

7. There are rubrics and scales for assessment of the Student Self nomination and the Autobiography rating sheet. The Student Self-nomination form is scored by a teacher who does not know the nominee.

8. All of the above information is assessed and scored using the Baldwin Identification Matrix (BIM). Students scoring in the top 80% on the matrix are rated as Gifted. Students in the 60-79% range are rated as Potentially Gifted.

9. A Selection Committee comprised of two language teachers and an administrator discuss the scores of each student and determines final acceptance into the program.

F. INSTRUCTIONAL DELIVERY PLAN 1993-1994:

The G/T teacher is to provide intensive instruction in grammar study, translation, and proficiency to the target students. These students will develop their language skills through continuous use of the language in and

beyond the classroom.

Classroom instruction will consist of continued study of the text, reading, discussion and translation of Hawaiian literature, free writing, Hawaiian historical and cultural research, journals (in Hawaiian), immersion in the Hawaiian language, and individual projects according to interest. Among the five students accepted into the program for 1993-1994, the prevailing interests are: song lyrics, language instruction, legends, Hawaiian monarchs and the ali'i (chiefs) of old. Personal project goals will probably evolve from these interests.

The students will interact with available community resurces to further develop their language skills and fluency at:

- Pūnana Leo, the Hawaiian language pre-school,
-University of Hawai'i at Hilo language classes
-a Hawaiian leadership conference in October 1993,
-a Hawaiian Youth legislature for 11th graders in the summer of 1994
-Nā Pua No'eau workshops and summer sessions
-and other activities.

Besides these opportunities, excursions to historical sites on the island are an essential part of the G/T and regular Hawaiian Language and Hawaiian Studies programs.

G. EVALUATION PLAN:

All G/T students are given pre/post tests. The tests are corrected together at the end of the year. The test packets consist of:

HAWAIIAN III

An autobiography in Hawaiian
A portfolio of the student's major works
Translation of and oral questions on "Hinaikeahi-Hinaikawai"
An oral reading test via "Hinaikeahi-Hinaikawai"

HAWAIIAN IV

An autobiography in Hawaiian
A portfolio of the student's major works
Translation of and oral questions on "'Ie'ie a me Lehua"
An oral reading test via "'Ie'ie a me Lehua"

H. CURRENT STUDENT INVOLVEMENT AND COMMITMENT

Four of the G/T students are enrolled in Hawaiian 101 at the University of Hawai'i at Hilo for the fall of 1993 as early admission students.

All of the 3rd and 4th level students will attend the Hawaiian language pre-school at least bi-weekly to interact with the staff and youngsters in Hawaiian. If it is feasible, the students will also visit and possibly participate at Papa Kaiapuni, the DOE Hawaiian Language immersion classes from grades K-7 at Keaukaha Elementary School.

All of the students will compose speeches and compete for the three slots at each level to represent our school at the Fourth Annual State of Hawai'i World Languages Festival in the spring of 1994.

All of the students are also enrolled in Directed Studies in Hawaiian Studies for 1993-1994. This Social Studies class with a G/T component enables them to do independent research on topics in Hawaiian culture and will tie in with their language study.

The Level Three students will be accelerated and will study with the fourth year students as well as attend their UH Hawaiian 101 class.

Some of the students are year-round volunteers at Pūnana Leo Hawaiian Language Pre-School and one of them is volunteering this summer at Kaiaupuni Immersion School.

They all are very active, and some are officers in Hui Hawai'i 'o Waiākea the school's Hawaiian Club. They all participate in May Day and other cultural programs. Two of them are line dancers for two of the top hālau hula (hula schools) in the state. One of them works for UH Hilo's Nā Pua No'eau Program. Essentially, they are all very involved in the Hawaiian culture. They all are planning to become Hawaiian Language teachers.

We offer all of our language students the opportunities available to our G/T students. Those who take advantage of these opportunities are rewarded with a very enriching study of Hawaiian.

I. POST GRADUATION SUCCESS:

The first G/T Hawaiian Language student has just been hired as a half-time Hawaiian language teacher at Waiākea High School. She attended UH Hilo as an early admission student in 1987-1988, earned 16 language credits in Hawaiian 101,102, 201, and 202 before graduation from high school, entered Hawaiian 301 as a freshman and graduated with a degree in Hawaiian Studies (Language Track) in three and a half years. She has volunteered at Pūnana Leo Pre-School, taught at Kaiaupuni Immersion Summer School and has translated Math textbooks for the Immersion program. She did her student teaching with me this past spring.

Other students from our G/T and regular Hawaiian Language programs are teaching at both the pre-school and immersion school and are also tutoring in high schools. One has just graduated and several others are working towards their degrees in Hawaiian Studies.

The Program for Gifted Students in Hawaiian at Waiākea High School is meeting the needs of and providing an appropriate education for those students who are gifted in Hawaiian. More importantly, this program provides them an invaluable education in Hawaiian values, culture and literature.

For further information please contact:

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Center For Hawaiian Affairs
Waiākea High School
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Hilo, Hawai'i 96720
Telephone: (808) ~~935-5235~~
969-9055

KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
APPLICATION PACKET

Dear Parent/Teacher/Student:

The Program for Gifted Students in Hawaiian III and IV at Waiākea High School is currently accepting applications for the _____ school year.

The program consists of intensive study in the Hawaiian language. Any student who has done very well in Hawaiian II or III and would like to continue an intensive study of the language is invited to apply for this course. The student must demonstrate exceptional ability and high motivation in speaking, reading, and writing in Hawaiian.

The student must complete this application packet and return to Mrs. De Morales in C101 by _____ This packet consists of:

1. Nomination form to be filled out by your parent/guardian, your Hawaiian language teacher, or yourself.

2. Self-Assessment form to be filled out by you.

3. Autobiography to be written by you IN HAWAIIAN. Give specific attention to writing about your interest in the Hawaiian language.

ACCEPTANCE INTO THIS PROGRAM IS BASED ON THE FOLLOWING CRITERIA:

1. Oral grade in Hawaiian II/III for previous quarter.
2. Overall grade in Hawaiian II/III for previous quarter.
3. Score on Nomination by a teacher, your parent/guardian, or yourself.
4. Score on Self-Assessment.
5. Behavioral scores in CREATIVITY AND PRECISION AND EXPRESSIVENESS IN COMMUNICATION (Renzulli-Hartman).
6. Score on Autobiography.
7. SAT Reading/Language score (if available) is optional.

REMINDER: You must return these completed forms by _____ in order to be considered for selection.

KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
NOMINATION FORM

FILL OUT AND SUBMIT BY: _____

NAME OF STUDENT: _____ DATE: _____

FILLED OUT BY _____
Note if: (Parent/Teacher/Student)

TOTAL SCORE ____

DIRECTIONS: Rate this student according to your experience with him/her.
5=Exceptional 4=Above average 3=Average 2=Somewhat 1=Not at all

1. Learns language concepts quickly and easily. ____

2. Comprehends meanings easily, thinks clearly, sees relationships well in language. ____

3. Retains vocabulary and concepts well. ____

4. Has knowledge of and interest in a variey of things. ____

5. Uses a large vocabulary. ____

6. Voluntarily read materials and watches pograms dealing with Hawaiian language. ____

7. Solves problems requiring complex thought processes. ____

8. Shows interest in various aspects of language. ____

9. Participates in extra-curricular language activities. ____

10. Uses good and sometimes unusual methods of work. ____

11. Is observant, alert, and responds readily. ____

12. Can translate materials from English to Hawaiian and back. ____

13. Can speak Hawaiian fluently as appropriate to current level. ____

KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
STUDENT SELF-ASSESSMENT

PLEASE ANSWER THESE QUESTIONS HONESTLY AND EXPLAIN EACH ANSWER BRIEFLY: TOTAL POSSIBLE SCORE 38

1. Are you generally respected by others? ____

2. Do you seek older friends? ____

3. Are you sensitive? ____

4. Are you funny? ____

5. Are you creative/imaginative in area(s) of interest? ____

6. Are you a good observer? ____

7. Do you enjoy other people? ____

8. Are you overbearing at times? ____

9. Do you have confidence in yourself? ____

10. Do you communicate easily with adults? ____

11. Do you inspire/encourage others? ____

12. Do you appreciate the works of others? (art, music, etc) ____

13. Do you excel in anything? What? ____

14. Do you spend hours practicing, composing, drawing, creating, etc? ____

15. Are you very creative and productive in small groups when the subject is of interest? ____

16. Do you know a lot about one thing/subject/area? ____

17. Do you excel in non-academic areas? (sports, fixing cars, etc.) ____

18. Are you persuasive? ____

19. Are you self-taught in areas of interest? ____

TOTAL SCORE (Each answer is worth two points) ____

KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
AUTOBIOGRAPHY

Write about yourself IN HAWAIIAN. Include the following information, but do not limit yourself to these facts. Give specific attention to writing about your interest in the Hawaiian language.

FAMILY INFORMATION:
1. Full name, current age, date, city, state and country of birth.
2. Names of parents, grandparents, all siblings and their ages.

ACADEMIC INFORMATION:
3. Current grade level, school subjects, GPA and school activities.

OTHER INFORMATION:
4. Extra-curricular activities, friends, and hobbies.
5. Future plans: education, career, goals, etc.
6. Lifestyle, feelings, likes, dislikes, talents, etc.

(Use the front and back of this sheet)

KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN

AUTOBIOGRAPHY RATING SHEET (REV. 1/92)

NAME: GT COURSE:

YEAR: RATING DATE:

5 = COMPLETE INFORMATION 4 = QUITE A BIT OF INFORMATION

3 = SOME INFORMATION 2 = LITTLE INFORMATION

1 = ALMOST NO INFORMATION

FAMILY INFORMATION

1. FULL NAME, DATE, CITY, STATE AND COUNTRY OF BIRTH, CURRENT AGE: /5

2. PARENTS, GRANDPARENTS, SIBLINGS (INCLUDE AGES): /5

ACADEMIC

3. CURRENT GRADE LEVEL, SCHOOL SUBJECTS, GPA AND SCHOOL ACTIVITIES: /5

OTHER

4. CHURCH, EXTRACURRICULAR ACTIVITIES, FRIENDS: /5

5. FUTURE PLANS: EDUCATION, CAREER, GOALS, ETC: /5

6. LIFESTYLE, FEELINGS, LIKES, DISLIKES, ETC: /5

TOTAL /30

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY _____ DATE _____

STUDENT _____ SCHOOL _____

AGE _____ GRADE _____ SEX _____ SCHOOL DISTRICT _____

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1. HA'I 'ŌLELO (Oral) GRADE	11-13	10	9	8	7	
(Previous Quarter)						
2. OVERALL HAWAIIAN LANGUAGE GRADE	11-13	10	9	8	7	
(Previous Quarter)						
3. NOMINATION: Teacher/Parent/Self	59-65	52-58	45-51	38-44	32-37	
4. STUDENT SELF EVALUATION	35-38	31-34	27-30	23-26	19-22	
5. RENZULLI-HARTMAN 3,8,9	91-100	81-90	71-80	61-70	51-60	
6. AUTOBIOGRAPHY IN HAWAIIAN	28-30	25-27	22-24	19-21	16-18	
7. SAT READING/LANGUAGE SCORE (Optional)	9	8	7	6	5	
8						
9.						
10.						
11.						
(6)	28-30	25-27	22-24	19-21	16-18	
(7)	32-35	28-31	24-27	20-23	17-19	
COLUMN TALLY OF CHECKS						
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	+	+	+	+		=

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KĀKELA: PROGRAM FOR GIFTED STUDENTS IN HAWAIIAN
Rating Scale For Pre and Post Tests

NAME _____ DATE_____ HAWAIIAN _____

This student is rated: EXCELLENT (4) GOOD (3) FAIR (2) POOR (1)
in the following areas.

ORAL	PRE	POST
1. Fluency (elides vowels, elongates appropriate sounds, etc)	___	___
2. Proper Pronunciation.	___	___
3. Correct Intonation.	___	___
4. General Presentation Appropriate to Level ____.	___	___
WRITTEN		
1. Use of Correct/Appropriate Vocabulary.	___	___
2. Use of Appropriate Sentence Structure.	___	___
3. Complexity of Grammar and Sentence Structure Appropriate to Level ____	___	___
TOTAL POINTS	___	___
TOTAL POINTS POSSIBLE	28	28